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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in assisting learners to identify their teaching skill needs as they relate to directed self-instructional modules. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective: learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback): and optional activity (activities). (YLB)

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SELECT APPROPRIATE MODULES

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FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

We are all aware of the frustrations experienced by learners, involved in learning experiences where the material they are expected to learn is unimportant to them. How often we have heard the comment, "this class is a waste of my time; there are so many things I need to know and should be taught." In many cases this frustration is evoked because the material being presented was developed without consideration of the learner's needs and interests.

In competency-based teacher education, learner need is the foundation upon which all programs are built. Learners are actively involved in identifying their needs and the experiences to be included in their teacher education program.

This module is designed to develop your skill in assisting learners to identify their teaching skill needs as they relate to directed self-instructional modules.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, assist a learner to select appropriate modules. Your performance will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, p. 29.

(Learning Experience IV).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedures used in assisting learners to select appropriate modules (Learning Experience I).

2. Given a case study of a Resource Person identifying the appropriate modules for an intern, critique the performance of the Resource Person (Learning Experience II).

3. Given case studies of three hypothetical learners, identify the appropriate modules to be included in each learner's teacher education program in a simulated situation (Learning Experience III).

Prerequisites:

To complete this module you must be a Master Teacher and have competence in performing classroom observations. If you do not already have these competencies, meet with your Resource Person to determine what method you will use to gain these skills.

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to

determine the availability and the location of these resources, and (2) to locate additional references.

LEARNING EXPERIENCE I

(Optional)

1. Hamilton, J.B. and Quinn, K.M. "Assessing the Teacher's Needs," In Resource Person Guide to Using Performance Based Teacher Education Materials, The Ohio State University, The Center for Vocational Education, 1978, pp. 26-27.

LEARNING EXPERIENCE II

(Optional)

1. A Resource Person you can observe identifying appropriate modules.

LEARNING EXPERIENCE III

(Optional)

1. A Resource Person you can observe identifying appropriate modules.

LEARNING EXPERIENCE IV

(Required)

1. An actual school situation in which you can assist a learner to select appropriate modules.
2. A Resource Person to assess your competency in assisting a learner to select appropriate modules.

LEARNING EXPERIENCE I

Enabling Objective After completing the required reading, demonstrate knowledge of the rationale for and procedures used in assisting learners to select appropriate modules.

Activity You will be reading the information sheet, Identifying Appropriate Modules, pp. 6-9.

Optional Activity You may wish to read the optional references for Learning Experience I, p. 4.

Activity You will be demonstrating knowledge of the rationale for and procedures used in assisting learners to select appropriate modules by completing the Self-Check, pp. 9-10.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, pp. 11-12.

Activity For information concerning the identification of appropriate modules, read the following information sheet.

IDENTIFYING APPROPRIATE MODULES

The identification of the particular modules to be included in an intern's/student's individualized teacher education program is an important task. This responsibility is shared jointly by the Resource Person and the intern/student. Each module is identified in reference to a particular need of the learner. In order to identify the learner's needs, a personalized needs assessment is performed.

Educators have applied the title "needs assessment" to everything from a simple survey to a complex analysis. In recent years, needs assessment has become more precisely defined. For our purposes, assessing teaching skill needs simply means identifying the discrepancy between where a learner is now and where he/she could be.

When needs are defined as "discrepancy gaps," the needs assessment process provides the learner the opportunity to identify the measures to be taken to close the gaps. In addition, the learner can now prioritize his/her needs and set out to satisfy the need having highest priority.

The ideal model to be used to identify an intern's/student's teaching skill needs involves four steps. First, the Resource Person performs a careful observation of the intern's/student's teaching behaviors in a real teaching situation. Next, the Resource Person ascertains the needs of the intern/student as perceived by the intern's/student's immediate supervisor.

The Resource Person and the intern/student now confer to identify the teaching skill needs of the intern/student as felt by the learner. The learner's felt needs must be carefully considered; for he/she is closest to the situation and most aware of his/her immediate needs. With input from these three sources, the Resource Person and the learner can now jointly develop the list of teaching skills around which the learner's teacher education program should be built.

Following the development of the list of teaching skill needs, the Resource Person and the learner turn to the list of module performance elements. It now becomes a matter of matching each need with the appropriate module performance element(s). Once the needs have been translated into performance elements, module identification becomes simply a matter of selecting the module(s) that includes the previously identified performance elements.

Now that the modules have been identified, the Resource Person and the learner must jointly identify the most urgently needed teaching skills (modules) and those which can be completed later; a priority order is established. A complete list of the 100 modules, and the performance elements contained in each module, can be reviewed by you by turning to pp. 36-66

Another model used to identify teacher education program modules is the Specific Group/Continual Review Model. In this model, an individualized teaching skill (module) program has been defined through on-going research. A particular module program is developed for a specific class/group of learners. Periodically this program is reviewed to determine if any changes in the program parameters are needed. Every learner, Resource Person, and supervisor involved in the program, provides input regarding

the appropriateness of each teaching skill and module used in the program. Over time the program changes as a result of the continuing research.

Program VITAL is an example of a program that uses the Specific Group/ Continual Review Model to identify the modules to be included in an intern's teacher education program. Program VITAL was developed for a specific group of vocational educators; those educators entering the teaching profession directly from business or industry. It has an established number of skills that each intern must develop prior to attempting to exit the program. The program is systematically reviewed periodically and changes occur as a result of this review. An advantage of this model is that the Resource Person is not required to invest great amounts of time conducting a needs assessment beyond the parameters of the skills that the program addresses. A list of the teaching skills (modules), required in Program VITAL, is included, p. 65.

A third model that can be used to identify the modules to be included in a particular program is the Course Substitution Model. This model involves the identification of a specific college/university course and the competencies to be gained through the course. Modules are then identified to deliver the same competencies as the traditional course. This is usually the model that is followed in many first-attempts at competency-based teacher education. Generally, teacher certification requirements are expressed in terms of course completions. Module substitution for classroom experiences becomes a workable scheme.

No matter which model is used to identify the modules to be included in a particular program, it is important that the Resource Person not become a "module dropper." A module dropper is a Resource Person who

merely delivers modules to the learner and later returns to pick-up completed modules. Do not allow yourself to become a member of this group. A Resource Person's day should be filled with activities which help the learner improve his/her teaching skills (e.g., classroom observation, evaluating teaching performance, conducting helping conferences, etc.).

Activity

The following items check your comprehension of the material in the information sheet, Identifying Appropriate Modules. The items require short, essay-type responses. Please respond fully, but briefly.

SELF-CHECK

1. Discuss the connection between learner needs and module identification.

2. Name and describe three models used to identify the modules to be included in a particular teacher education program.

3. Define the term module dropper.

3. Define the term module dropper.

Feedback

Compare your written response on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWER

1. Learner need should be the paramount concern around which every educational program is developed. Educational Psychology has shown numerous times that an individual learns best when the material to be learned is important to the learner. In a competency-based teacher education program, learner needs become the focal point around which each teacher education program is developed.

2. Your response should include:

   A. Individual Learner Model

   - The Resource Person observes the teaching behaviors of the learner.
   - The Resource Person confers with the learner's supervisor.
   - The Resource Person and the learner jointly identify the learner's teaching skill needs.
   - Needs are translated into performance elements.
   - Performance elements are translated into modules.
   - A module completion priorty order is established.

B. Specific Group/Continual Review Model

- A teaching skill (module) program is established for a specific group.
- Periodic review of the program is required.
- Input for the review is obtained for everyone involved in the program.
- Program changes take place as dictated by the review.
- VITAL is an example of a program using this model.

C. Course Substitution Model

- Traditional college/university course is replaced by module completion.
- The skills to be acquired by course completion are identified.
- Modules are identified to deliver the same competencies as class attendance.
- This model is often used as a first-attempt at competency-based teacher education.

3. A module dropper is an individual who merely delivers and picks-up modules. He/she is not the kind of individual with whom a good Resource Person wants to be identified.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about additional points you made, review the material in the information sheet, Identifying Appropriate Modules, pp. 6-9, or check with your Resource Person.

Activity The following Case Study describes how a Resource Person identified the appropriate modules for an intern teacher. Read the Case Study, and critique in writing the performance of the Resource Person.

CASE STUDY

We are now in the first month of school. Thomas Colt entered the teaching profession at the beginning of this school year. He had been a welder for twelve years prior to accepting the position as a Welding instructor. He graduated from high school in 1965. Although he has attended, and completed, several courses in welding, he has not been back to school since high school graduation. He successfully completed his Trade Competency Exam in 1978 and has recently enrolled in Temple University's teacher education program, Program VITAL. Thomas indicated, to his Resource Person, that he could not determine what his immediate needs were; he just needs everything. However, he is interested in student vocational organizations.

Following this individual conference, Tom's Resource Person, Henry Bernard, conferred with Tom's supervisor. During this informal discussion, Henry gathered information regarding the supervisor's perception of Tom's needs.

At a predetermined time, agreed upon by Tom and Henry, Henry observed Tom while he taught one of his classes. During the observation, Henry identified the teaching skill areas in which he felt Tom needed improvement.

LEARNING EXPERIENCE II

Enabling Objective

Given a case study of a Resource Person identifying the appropriate modules for an intern, critique the performance of the Resource Person.

Activity

You will be reading a Case Study, pp. 14-15, and writing a critique of the performance of the Resource Person described.

Feedback

You will be evaluating your competency in critiquing the Resource Person's performance in identifying appropriate modules by comparing your completed critique with the Model Critique, pp. 16-17.

Optional Activity

You may wish to arrange with your Resource Person to observe him/her identifying appropriate modules for a learner.

At the end of school that day, Tom and Henry met to identify the modules to be included in Tom's teacher education program. Henry had with him the information he had gathered through the conference with the supervisor and through his observation of Tom teaching. Tom and Henry shared ideas regarding Tom's teaching skill needs. They each provided input and, finally, mutually agreed on an appropriate list of Tom's needs.

Henry referred to the list of modules, and performance elements, in order to translate the previously identified needs into module requirements. Because Tom has entered teacher education Program VITAL, and since Program VITAL has a specific group of required modules, Henry used this list as a starting point. Tom, earlier, indicated an interest in leadership development of student vocational organizations. Therefore, Henry felt it was appropriate to substitute module H-1 for module I-3 in the standard VITAL program. They concluded the conference after identifying the sequence for completing the module program.

How effective was Henry at identifying the appropriate modules for Tom?

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

Mr. Bernard really got off to a good start. It is always a good idea to secure background information directly from the intern/student. The Resource Person is an experienced, trained educator. This information can often provide him/her with some insight into the possible needs of the learner.

Securing information from the intern's/student's immediate supervisor is always a good idea for the following reasons: (1) the supervisor has an opportunity to observe the learner each day and, therefore, he/she can provide information otherwise unavailable to the Resource Person; and (2) since one of the functions of the Resource Person is to help the intern/student become a successful teacher, and since the intern/student must perform satisfactorily in the actual school setting, it is an excellent idea to know the teaching skills the supervisor feels are important. This is not to suggest that the supervisor should dictate the intern's/student's teacher education program. However, this input should be carefully considered when identifying the modules to be included in a program.

It has been said that a picture is worth a thousand words. Likewise, a short time spent by the Resource Person, performing a classroom observa-

tion of the intern/student, can provide a clearer picture of the learner's needs than many hours spent in a discussion of appropriate teaching behaviors. Classroom observations are a daily practice of a good Resource Person. Mr. Bernard made excellent use of this procedure.

The final decision, regarding the teaching skill needs of an intern/student, must be made jointly by the intern/student and the Resource Person. They should consider information from each of the sources previously mentioned (i.e., the supervisor, the Resource Person, the learner). It is most appropriate to reach this decision during a private, individual conference. Mr. Bernard, appropriately, scheduled a convenient time for this purpose.

Needs are translated into performance elements; and performance elements are identified with specific modules. This procedure is accomplished with the aid of the module/performance element list. Finally, the order for completing each module in the program is established. Up to this point Mr. Bernard was doing well. However, when he decided to substitute one module for another module, in an existing program, his efforts went "down-the-drain." When the Specific Group/Continual Review Model is used to identify the modules to be included in an intern's/student's program, no substitutions are allowed. Remember, a specific module program has been developed, through continual research, for a specific group of individuals. Tom Colt has entered a specific teacher education program (i.e., VITAL). VITAL requires the completion of a specific group of modules. Therefore, substitution should not take place.

LEVEL OF PERFORMANCE: Your completed critique of the Case Study should have covered the same major points as the model response. If you missed

some points or have questions about any additional points you made, review the material in the information sheet, Identifying Appropriate Modules, pp. 6-9, or check with your Resource Person.

Optional Activity

You may wish to arrange with your Resource Person Person to observe him/her identifying the appropriate modules for a learner.

LEARNING EXPERIENCE III

Enabling Objective

Given case studies of three hypothetical interns/students, identify the appropriate modules to be included in each intern's/student's teacher education program in a simulated situation.

Activity

You will be reading Case Studies, pp. 20, 22, 24-25, and identifying the appropriate modules to be included in each intern's/student's teacher education program.

Feedback

You will be evaluating your competency in identifying appropriate modules to be included in an intern's/student's teacher education program, by comparing the list of modules you developed with the list of modules provided in the Model Answers, pp. 21, 23, 26.

Optional Activity

You may wish to arrange with your Resource Person to observe him/her identifying appropriate modules for a learner.

Activity

The following Case Studies represent three hypothetical interns/students for whom module programs need to be identified. Read each Case Study, and list the appropriate modules for each intern's/student's program.

CASE STUDIES

Case 1

Roy Russell recently has been hired to teach Printing at the local area vocational school. Roy had been employed as a printer since he graduated from high school. He recently successfully completed his Trade Competency Examination and has enrolled in Program VITAL at Temple University. He has had no formal teaching skill development. However, for the past three years he has been teaching in the adult evening program. Due to this teaching experience, and from exposure to the aids of teaching, he can use and has used the chalkboard, the overhead projector, the 16mm sound film projector and the overhead projector. In addition, he has developed a course outline for his adult evening course.

Identify the appropriate modules to be included in Roy's teacher education program.

Feedback

Compare your list of appropriate modules with the modules described in the Model Answer. Your list must match exactly the modules included in the Model Answer.

MODEL ANSWER (Case 1)

The modules you should have identified are the thirty modules required in Program VITAL, p. 65. Program VITAL is an established competency-based teacher education program designed for a specific group/class of vocational educators. The needs assessment and module identification take place at the program level. Although Roy has used some of the teaching skills included in Program VITAL, he will be required to demonstrate competency in each of the thirty skill areas. Having had this teaching experience, Roy may be able to "test-out" in one or more competencies, and/or gain the needed competencies in less time.

It should be pointed out, however, that in a real program situation the Resource Person would be concerned with the module completion sequence. The experienced Resource Person would first meet with Roy's supervisor, observe Roy's teaching performance, and then confer with Roy before he/she and Roy jointly develop the module completion sequence.

Case 2

Jill Aron is a pre-service Business Education student enrolled in a degree program at the local university. Part of her professional education course requirements will be completed in a competency-based education mode through module completion. The Business Education department has previously identified the courses, and the modules, to be completed in this manner. The modules to be completed are: B-2, B-3, B-4, B-5, B-6, C-2, C-3, C-5, C-7, C-12, C-17 and C-21.

Jill has had several years of experience teaching in the church-school of her local church. In addition, she has been a member of the community debating team, and has been a summer-camp counselor the past three years. She has completed three years of her four-year college degree program, and has now been placed in a local comprehensive high school to complete the practice teaching requirement of her program.

Identify the appropriate modules to be included in Jill's teacher education program.

Feedback Compare your list of appropriate modules with the modules described in the Model Answer. Your list must match exactly the modules included in the Model Answer.

MODEL ANSWER (Case 2)

The modules you should have identified are exactly the same modules as prescribed by the Business Education department (i.e., B-2, B-3, B-4, B-5, B-6, C-2, C-3, C-5, C-7, C-12, C-17, C-21). This case study is an example of the Course Substitution Model for module identification and, once the specific modules have been identified, substitution is not permitted. If the Resource Person wishes to impact on the identification of the modules to be included in a particular program, he/she must make this impact before the module program is finalized.

Jill's prior teaching experience, and her three years of formal training, will no doubt have an effect on the amount of time she will need to spend in order to develop the necessary competencies.

Case 3

Trudy Arnold is a teacher of Home Economics at the local high school. She graduated from college last year, and upon graduation became eligible for a provisional teaching certificate. In order to retain her current position, she is required to continue her professional growth through formal study at a college or university. It is her desire to continue this professional growth in areas that will make her a more effective teacher, and at the same time generate college/ university credit toward a renewal teaching certificate. The university, at which you are employed as a Resource Person, has a competency-based teacher education program that can provide the desired service for Trudy. The skill development, and credit generation, is accomplished through module completion. A past practice of the university has determined that the completion of six modules would generate three university credits.

To provide input into the selection of the appropriate modules for Trudy, you the Resource Person, (1) conferred with her immediate supervisor, (2) conferred with Trudy, and (3) performed a classroom observation of Trudy's teaching behaviors. Some, but not all, of the information you uncovered follows. From Trudy's supervisor, you learned that his school is about to involve the entire professional staff in a move toward secondary level competency-based education. He would like to be sure that Trudy is ready and can write student performance objectives. From Trudy, you learned that she feels that she needs help in assessing student performance. From your own observation, you feel Trudy misused the chalkboard by violating several of the accepted "good-practices" for chalkboard use.

It has been determined that Trudy will register for three credits of university work.

Identify the appropriate modules to be included in Trudy's teacher education program.

Feedback Compare your list of appropriate modules with the modules described in the Model Answer. In addition to other modules, your list must include the modules identified in the Model Answer.

MODEL ANSWER (Case 3)

It is not possible to present in a short case study all of the information needed to select the appropriate modules for a learner. Further, no two equally experienced Resource Persons would necessarily agree, all the time, on all module programs. Each individual intern/student, Resource Person, and school situation brings different factors into the module identification conference. However, from the information you had regarding Trudy you should have identified several specific module areas and/or modules. From the supervisor's input you should have identified module B-2, Develop Student Performance Objectives. From Trudy's input, you should have identified a module(s) from the Instructional Evaluation Category. From your own observation, you should have identified module C-29, Present Information with the Chalkboard and Flip Chart. All together you should have identified a total of six modules. These should have included B-2, C-29, and one or more modules from the "D" category.

LEVEL OF PERFORMANCE: Your completed module lists should contain the same modules as indicated in the Model Answers. If you missed some modules or have questions about any additional modules you included, review the material in the information sheet, Identifying Appropriate Modules, pp. 6-9, or check with your Resource Person.

Optional Activity ⇨ You may wish to arrange with your Resource Person to observe him/her identifying appropriate modules for a learner.

LEARNING EXPERIENCE IV

Terminal Objective

In an actual school situation, assist a learner to select appropriate modules.

Activity

As you conduct your activities as a Resource Person, you will be required to assist a learner to select appropriate modules. Your Resource Person may require you to schedule this activity a few days in advance. He/she may also want you to submit a written plan of your activities before you assist the learner to select appropriate modules.

Feedback

Arrange in advance to have your Resource Person review your documentation and observe you assisting the learner to select appropriate modules. Your total competency will be assessed, by your Resource Person, using the Resource Person's Assessment Form, p. 29.

Based upon the criteria specified in the assessment instrument, your Resource Person will determine whether you are competent in assisting a learner to select appropriate modules.

RESOURCE PERSON ASSESSMENT FORM

Assist A Learner To Select Appropriate Modules

DIRECTIONS: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
In assisting learners to select appropriate modules, the Resource Person:						
1. Conducted a conference to determine the intern's felt strength and weaknesses upon entering the teaching profession.....						
2. Supplied a list of modules and performance elements included in the program.....						
3. Interpreted the list in relation to the identified needs and interests.						
4. Secured input regarding the needs of the intern/student from additional sources, if appropriate (i.e., supervisor, classroom observation).....						

LEVEL OF PERFORMANCE

All items must receive a (an) N/A, GOOD, or EXCELLENT response. If any item receives a NONE, POOR, or FAIR response, the Resource Person and the supervising Resource Person should meet to determine what additional activities the Resource Person trainee needs to complete in order to reach competency in the weak area(s).

Appendix B

MASTER LIST OF CATEGORIES AND PERFORMANCE ELEMENTS[3]

I. Program Planning, Development, and Evaluation

1. Organize a steering committee to assist in the preplanning activities of a community survey.
2. Identify the geographical area in which a community survey will be conducted.
3. Obtain administrative approval for conducting a community survey.
4. Solicit assistance of the vocational education personnel from the state department and/or university in conducting a community survey.
5. Adapt existing community survey materials to local needs.
6. Consult the chamber of commerce to identify area employers to be contacted in a community survey.
7. Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.
8. Persuade labor representatives to participate in a community survey.
9. Involve the steering committee in conducting a community survey.
10. Recruit teachers and guidance personnel to participate in conducting a community survey.
11. Establish communication with employer representatives who will be involved in a community survey.
12. Devise a plan of activities for the survey staff to follow in conducting a community survey.
13. Publicize the purposes and objectives of a community survey.
14. Orient the survey staff to their duties and responsibilities in collecting occupational data.
15. Direct students in the collection of data for a community survey.
16. Collect occupational data from employers to identify vocational education needs.
17. Collect student occupational interest data to identify vocational education needs.
18. Recommend a vocational education program based on the findings of a community survey.
19. Disseminate the findings of a community survey.
20. Identify the role and function of the advisory committee.
21. Establish the criteria for selection of the advisory committee members.
22. Obtain school board authorization for organizing the advisory committee.
23. Obtain administrative approval of the selected advisory committee members.
24. Publicize to the school and community the establishment of the advisory committee, its members, and its function.
25. Orient the advisory committee members to their role and function.
26. Plan the annual agenda to be considered by the advisory committee.
27. Communicate the date, place, and agenda for the advisory committee meetings to all persons concerned.
28. Invite resource persons who can provide consultation service to attend the advisory committee meetings.
29. Serve as the liaison for the advisory committee and the school administration.
30. Assist in the identification of the school's vocational education purposes and goals.
31. Determine the occupations for which training is to be offered in the vocational education program.
32. Consult the advisory committee in planning an analysis of an occupation.
33. Analyze occupations with the assistance of employers and labor representatives.
34. Identify the competencies needed for entry into an occupation.
35. Describe the occupational standards of performance for each task in an occupation.
36. Assist in writing general objectives for the vocational education program offerings.
37. Develop vocational education offerings by clustering and sequencing related tasks.
38. Identify the knowledge and attitudes required for the performance of each task included in a vocational education offering.
39. Write student performance objectives for the vocational education offering.
40. Consult the advisory committee in developing a long-range program plan for vocational education.
41. Analyze long-range needs for the offerings of the vocational education program.
42. Specify the long-range facility, equipment, and supply needs for the vocational education program.
43. Assist in the preparation of a long-range budget for the vocational education program.
44. Identify the long-range needs for employing faculty for the vocational education program.
45. Assist in preparing the long-range program plan for vocational education.
46. Analyze continual follow-up information on the placement, employment, and training status of each graduate of the vocational education program.
47. Obtain follow-up data from employers of graduates of the vocational education program.
48. Determine the reasons students leave the vocational education program.
49. Review supervisory evaluation reports for assessing the vocational education program.
50. Assess the relevancy of the vocational education offerings.
51. Disseminate a summary of the vocational education program evaluation to administrators, advisory committee members, and members of the board of education.

II. Planning of Instruction

52. Review general objectives for the vocational education offerings.
53. Review student performance objectives developed for the vocational education offerings.
54. Sequence student performance objectives for an offering in the vocational education program.
55. Determine student needs and interests.
56. Involve the students in planning a unit.

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3. Taken from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education. Report No. V, General Objectives—Set II* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972).

57. Select student performance objectives for a unit.
58. Write content outline for a unit.
59. Correlate unit content with on-the-job and/or laboratory experiences.
60. Determine group and individual learning experiences for a unit based on individual differences of students.
61. Select methods of evaluating student performance throughout a unit.
62. Identify the student performance objectives for a lesson.
63. Select teaching techniques for a lesson.
64. Plan the introduction of a lesson.
65. Plan the content of a lesson.
66. Plan the summary of a lesson.
67. Plan student learning experiences for a lesson.
68. Select methods of evaluating students' attainment of specific student performance objectives.
69. Write a lesson plan.
70. Obtain textbook, reference, and other instructional materials.
71. Select tools and/or equipment for a lesson.
72. Assemble consumable supplies for instructional purposes.
73. Develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.
74. Involve students in the preparation of instructional materials.
75. Obtain programmed instructional materials.
76. Prepare instructional materials with a spirit duplicator.
77. Prepare instructional materials with a stencil duplicator.
78. Prepare instructional materials (hard copy and transparency) with a photocopier.

III. Execution of Instruction

79. Conduct field trips.
80. Direct students in gathering information from sources in the community.
81. Conduct symposiums.
82. Conduct brainstorming sessions.
83. Direct student presentations.
84. Direct students in instructing other students.
85. Direct simulation techniques.
86. Conduct group supervised study.
87. Direct student laboratory experience.
88. Direct students in applying problem-solving techniques.
89. Present information through case study problems.
90. Present information by the project method.
91. Direct student study of textbooks, bulletins, and pamphlets.
92. Direct student study of information and assignment sheets.
93. Direct students in preparing laboratory work or job plans.
94. Guide student progress through the use of operation and/or job sheets.
95. Lead group discussions.
96. Conduct panel discussions.
97. Conduct buzz groups.
98. Employ the question box technique.
99. Employ role-playing techniques.
100. Introduce a lesson.
101. Obtain summary for a lesson.
102. Employ oral questioning techniques.
103. Acknowledge student verbal and nonverbal cues.
104. Enrich instruction to challenge the abilities of the more capable student.
105. Reinforce learning.
106. Provide remedial work for slow learners.
107. Employ reward techniques.
108. Establish frames of reference to enable the students to understand a situation from several points of view.
109. Apply nonverbal techniques.
110. Demonstrate a manipulative skill.
111. Present a concept or principle through a demonstration.
112. Give a lecture.
113. Give an illustrated talk.
114. Present information with analogies.
115. Present information by use of individualized instruction.
116. Present information through team teaching.
117. Give an assignment.
118. Present information with the assistance of a resource person.
119. Present information with bulletin boards.
120. Present information with exhibits.
121. Illustrate with models and real objects.
122. Present information with an overhead projector.
123. Present information with an opaque projector.
124. Present information with filmstrips.
125. Present information with slides.
126. Present information with sound motion pictures.
127. Present information with single concept films.
128. Present information with an audio recorder.
129. Present information with a video recorder or closed circuit television.
130. Present information with a tele-lecture.
131. Present information with a record player.
132. Present information with educational television.
133. Direct teaching-machine programmed instruction.
134. Present information by computer-assisted instruction.
135. Direct written programmed instruction.
136. Present information with the aid of a flannel board.
137. Present information with the aid of a flip chart.
138. Present information with the aid of a chalkboard.

IV. Evaluation of Instruction

139. Establish criteria for student performance.
140. Formulate a system of grading consistent with school policy.
141. Appraise students' products according to occupational performance standards.
142. Appraise students' performance in relation to student performance objectives.
143. Evaluate individualized assignments completed under directed study.
144. Devise self-evaluation techniques for use by students.
145. Arrange for students to evaluate their own progress.
146. Engage in cooperative evaluation of achievement with students.
147. Determine students' grades based on related instruction and laboratory or on-the-job experience.
148. Interpret students' evaluation of instruction.
149. Formulate essay test items.
150. Formulate true-false test items.
151. Formulate completion test items.
152. Formulate matching test items.
153. Formulate multiple-choice test items.
154. Devise laboratory performance tests.
155. Devise laboratory performance rating sheets.
156. Formulate test items for an oral test.
157. Administer teacher-made tests.
158. Devise case study problems.
159. Analyze tests for validity.
160. Analyze tests for reliability.

161. Review student progress and/or achievement records to assess effectiveness of instruction.
162. Involve students in formulating the procedures for their participation in the evaluation of instruction.
163. Obtain information from fellow teachers and supervisory personnel regarding the quality of one's instruction.
164. Seek opportunities for self-evaluation of instruction.

V. Management

165. Compile a list of supplies needed for the academic year.
166. Identify new tools and/or equipment needed for the academic year.
167. Recommend reference books and periodicals related to vocational education that should be added to the library.
168. Prepare a capital outlay budget proposal for new equipment.
169. Plan an operating budget proposal for consumable supplies, services, and instructional materials.
170. Prepare a budget for estimating travel expenses incurred in vocational activities.
171. Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements.
172. Prepare purchase requests for approved vocational equipment and supplies.
173. Design a procedure for acquiring needed consumable supplies and materials.
174. Accept gifts or donations of supplies and equipment for the vocational education program in accordance with school policy.
175. Devise a system for determining and collecting student fees for consumable supplies.
176. Structure a filing system for records and report forms.
177. Supply the data for vocational reports required by the state department of education.
178. Devise a filing system for instructional materials.
179. Devise a system for maintaining occupational opportunity information for use by vocational students.
180. Record vocational student attendance according to school policy.
181. Record vocational students' grades according to school policy.
182. Assemble individual student files documenting personal characteristics, attitudes, and grades.
183. Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.
184. Establish a procedure for attending to the first aid needs of vocational students.
185. Maintain a record of safety instruction presented in compliance with safety laws and regulations.
186. Uphold school standards of expected student behavior.
187. Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.
188. Uphold acceptable standards of student behavior in vocational classrooms and laboratories.
189. Carry out approved disciplinary action when warranted.
190. Encourage students to exercise self-discipline.
191. Control outbursts of fighting and aggressive behavior.
192. Maintain an inventory of vocational tools, supplies, and equipment.
193. Establish a system for repairing and servicing tools and equipment in the laboratory.
194. Arrange for the storage and security of supplies and equipment.
195. Implement student check-out procedures for tools, supplies, and equipment used in the laboratory.
196. Direct students in a system for cleaning and maintaining the laboratory.
197. Schedule laboratory equipment for maximum utilization by students.
198. Arrange layout of the vocational laboratory to simulate the occupational environment.
199. Arrange laboratory work areas and storage space to facilitate student work performance.
200. Control heat, light, and ventilation in vocational laboratories and classrooms.
201. Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.

VI. Guidance

202. Determine students' background and environment.
203. Administer subject matter diagnostic tests.
204. Analyze students' cumulative records.
205. Maintain anecdotal records.
206. Determine relationships among students through the sociogram or other sociometric techniques.
207. Review students' autobiographies for information to aid in understanding the students.
208. Assemble information for case study reports.
209. Communicate with prospective and continuing students during the summer.
210. Maintain an open door policy for student consultation.
211. Encourage students to discuss career aspirations.
212. Demonstrate a regard for, and an interest in, students as individuals.
213. Develop constructive working relationships among students.
214. Demonstrate personal concern for the student and his family.
215. Conduct home visits.
216. Recognize potential problems of students.
217. Conduct a conference with a student.
218. Conduct group conferences.
219. Confer with the student and his/her parents regarding his/her educational development.
220. Interpret occupational tests and inventories to students.
221. Assist students in developing good study habits.
222. Establish communication patterns for exchanging information and for cooperating with the guidance staff.
223. Supply guidance staff with performance data about students.
224. Refer students to guidance staff and other specialists.
225. Assist students with their problems by working cooperatively with outside agencies such as health and welfare services.
226. Work with other teachers to help students with individual concerns.
227. Refer students to qualified resource persons for occupational and educational information.
228. Arrange with professional staff for administration and interpretation of personality, aptitude, and intelligence tests for specific students.
229. Arrange for the local office of the U.S. Employment Service to administer and interpret the General Aptitude Test Battery.
230. Present information to students on occupational opportunities.
231. Present information to students on advanced training and educational opportunities available to them.
232. Assist students in determining ways to best describe their salable skills.
233. Write letters of recommendation for students.
234. Assist graduating students in preparing for interviews with potential employers.
235. Assist students in securing and completing applications for jobs, scholarships, educational loans, or college admission.

VII. School-Community Relations

236. Assist in the development of policies regarding school-community relations.
237. Plan the school-community relations activities for the vocational education program.
238. Procure clearance from the school administration to conduct school-community relations activities related to the vocational education program.
239. Express a philosophy consistent with that of the vocational faculty.
240. Speak to school and community groups about the vocational education program.
241. Provide brochures to inform the school and community about the vocational education program.
242. Provide displays in the school and community about the vocational education program.
243. Prepare news releases and manuscripts on activities of the vocational education program for newspapers and other periodicals.
244. Present activities of the vocational education program on television.
245. Present activities of the vocational education program on radio.
246. Direct student presentations describing activities of the vocational education program.
247. Conduct an open house to familiarize members of the school and community with activities of the vocational education program.
248. Sponsor student-parent activities for the vocational education program.
249. Assist with special community social events.
250. Assist with community business and industry sponsored activities.
251. Serve in professional nonvocational organizations to improve the image of the vocational education program.
252. Serve in a community civic, service, or social organization to improve the image of the vocational education program.
253. Provide consultant services to local business and industry.
254. Maintain liaison with union officials and employers.
255. Maintain liaison with employment agencies.
256. Maintain liaison with community professional, service, fraternal, social, and religious organizations.
257. Maintain good relations with other schools.
258. Maintain liaison with state department personnel.
259. Obtain informal feedback on the vocational education program through contacts with individuals in the school and community.
260. Conduct opinion surveys in the school and community concerning the vocational education program.
261. Analyze enrollment trends to determine student and parent acceptance of the vocational education program.
262. Obtain information from parents relative to their expectations of the vocational education program.
263. Consult the advisory committee to obtain information concerning their expectations of the vocational education program.
264. Acquire information from members of the community power structure (e.g., political, social, and economic pressure groups) regarding their expectations of the vocational education program.
265. Study community voting results on financial issues affecting the vocational education program to determine community support.
266. Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.
267. Maintain working relationships with the school administration and faculty.
268. Assist in planning the goals of the total school program.
269. Maintain working relationships with the school supporting staff through cooperation and mutual effort.

VIII. Student Vocational Organization

270. Obtain approval from the school administration for establishing the student vocational organization.
271. Contact state department personnel regarding the steps to be followed in organizing a student vocational organization.
272. Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.
273. Organize a student committee to assess student interest in joining a student vocational organization.
274. Assist in the development of a constitution and bylaws for the student vocational organization.
275. Conduct an organizational meeting for a student vocational organization.
276. Direct initiation activities of the student vocational organization.
277. Orient students to the student vocational organization.
278. Assist in the election and installation of officers of the student vocational organization.
279. Conduct a leadership training session for the officers of the student vocational organization.
280. Obtain the assistance of state department personnel in maintenance of the student vocational organization.
281. Assist students in developing a yearly program of work for the student vocational organization.
282. Assist students in advancing within the available degrees in the student vocational organization.
283. Supervise social and educational activities for the student vocational organization.
284. Involve elected chapter parents in the activities of the student vocational organization.
285. Assist students with publicizing the student vocational organization activities.
286. Assist students with the financial management of the student vocational organization.
287. Assist in planning and organizing fund-raising activities for the student vocational organization.
288. Maintain a file of publications available for the student vocational organization.
289. Supervise the development of an annual handbook for the student vocational organization.
290. Supervise the development of a chapter scrapbook for the student vocational organization.
291. Evaluate the student vocational organization.
292. Affiliate the student vocational organization with the state and national vocational organizations.
293. Assist in the preparation of state and national reports for the student vocational organization.
294. Provide advice for student entries in state and national student vocational organization contests.
295. Send student representatives to district, state, regional, and national student vocational organization activities.
296. Assist in the development of rules and procedures for conducting district, state, regional, and national student vocational organization contests.
297. Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.
298. Participate in district, state, regional, and national activities of the student vocational organization.

IX. Professional Role and Development

299. Identify current trends of the teaching profession.
300. Promote the attainment of the goals of the teaching profession.
301. Express a personal professional philosophy consistent with the goals of the teaching profession.
302. Express a personal professional philosophy consistent with the goals of vocational education.

303. Maintain the ethical standards expected of a professional educator.

304. Exchange observational visits, innovations, and ideas with others in the profession.

305. Support professional organizations through membership and attendance at meetings.

306. Serve professional organizations as an officer and/or chairperson, or member of a committee.

307. Represent the teaching profession as a committee member, delegate, or program participant at meetings and activities of other related professions.

308. Participate in experimental and other data-collecting research activities.

309. Write an article or book for publication which contributes to the literature of the profession.

310. Assist in orienting teachers who are new to the school system.

311. Work with a team from the school and/or community on pertinent school activities.

312. Serve community needs by contributing professional expertise to community activities.

313. Consult supervisory and administrative evaluations to determine attitudes of others toward one's personal and professional abilities and limitations.

314. Use a self-analysis form to evaluate personal and professional abilities and limitations.

315. Select the teaching position which is in keeping with personal and professional abilities and limitations.

316. Maintain professional certification through enrolling in graduate, extension, and inservice education programs.

317. Expand educational background and leadership potential by achieving advanced degrees.

318. Keep up to date through reading professional literature.

319. Acquire new occupational skills and information needed to keep pace with technological advancement in vocational education.

320. Update professional personnel file regularly.

321. Participate in noninstructional school activities (cafeteria supervision, homeroom, bus duty, chaperoning, etc.).

322. Assist with nonvocational student organization activities.

323. Provide opportunities for potential teachers to observe and participate in the public school program.

324. Interpret the policies and regulations of the local school district to the student teacher.

325. Plan activities for the student teacher which draw upon and enrich college course work.

326. Assign responsibilities commensurate with the student teacher's background of knowledge and experience.

327. Demonstrate instructional techniques for student teachers.

328. Consult regularly with the student teacher regarding planning, implementing, and evaluating teaching.

329. Confer regularly with the student teacher.

330. Confer with the college supervisor and the student teacher regarding plans for, and evaluation of, the total student teaching experience.

X. Coordination of Cooperative Education

331. Establish criteria for selection of student-learners.

332. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

333. Administer occupational tests relative to student-learner selection and placement.

334. Gather student-learner selection data.

335. Interview students and parents to obtain student-learner interest and aptitude information.

336. Identify a prospective student-learner on the basis of selection criteria and data.

337. Match a student-learner's unique characteristics with an appropriate training station.

338. Negotiate on-the-job training hours and wages for student-learners.

339. Establish criteria for evaluating the training station potential of a business or industry.

340. Identify prospective cooperating employers to provide on-the-job training stations.

341. Establish criteria to evaluate qualifications of prospective on-the-job instructors.

342. Assess training capability of the on-the-job instructor of the prospective training station.

343. Assess educational adequacy of the prospective training station's facilities and equipment.

344. Assess safety provisions of the facilities and equipment of the prospective training station.

345. Convince an employer to provide a training station for cooperative vocational education.

346. Arrange with a union to make contract provisions for student-learners.

347. Develop a training agreement between student-learner, parent, school, and cooperating employer.

348. Arrange school and work schedules with student-learners and school and employing personnel.

349. Develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

350. Aid student-learners in procuring work permits.

351. Assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

352. Assist the cooperating employer in acquiring a federal permit to pay a training wage.

353. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

354. Establish the cooperating employer's qualifications for reimbursement for training a student-learner.

355. Obtain reimbursement for the cooperating employer providing on-the-job training.

356. Obtain reimbursement for the student-learner for allowable training costs such as clothing and tools.

357. Prepare the student-learner for an interview with the cooperating employer and training station personnel.

358. Assist the student-learner in on-the-job training orientation.

359. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.

360. Maintain good working relationships with training station personnel.

361. Develop a procedure to ensure student's safety and protection in the training station.

362. Develop a plan for supervision of on-the-job training.

363. Inform the administration of the coordination itinerary.

364. Assess the on-the-job experience daily reports with the student-learner to plan future instruction.

365. Encourage the on-the-job instructor to follow the training plan in providing experiences for the student-learner.

366. Maintain the student-learner's progress reports for on-the-job training and related instruction.

367. Examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction.

368. Maintain a record of individual work hours, wages, and work experiences of on-the-job training.

369. Assist the student-learner in the solution of problems related to on-the-job training.

370. Control student-learner absenteeism from school and on-the-job training.

371. Control the transfer of student-learners within the cooperative vocational education program and to other school programs.

372. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it.

373. Sponsor an employer-employee appreciation event.

374. Evaluate the student-learner's work qualities and habits on the job.

375. Evaluate the student-learner's personal traits and characteristics on the job.

376. Check the student-learner's progress in acquiring skills on the job.

377. Check the student-learner's progress with the on-the-job instructor and other training station personnel.

378. Assess the student-learner's performance with the assistance of the on-the-job instructor.

379. Obtain suggestions from the on-the-job instructor to guide the selection of lessons for related instruction.

380. Evaluate the quality of the on-the-job training received by the student-learner.

381. Provide a workshop to assist on-the-job instructors in techniques for teaching student-learners.

382. Assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

383. Update related instruction for student-learners on the basis of information on technology obtained from cooperating employers.

384. Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.

Appendix C

MODULE TITLES, OBJECTIVES, AND ASSOCIATED PERFORMANCE ELEMENTS

Category A
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Module	Title	Competencies[4]
A-1	PREPARE FOR A COMMUNITY SURVEY	1–12, 14, 15

Enabling Objectives:

1. After completing the required reading, develop a plan to obtain administrative approval for conducting a community survey.
2. After completing the required reading, develop a plan to organize a steering committee to assist with a community survey.
3. After completing the required reading, identify the geographical area in which to conduct a community survey.
4. After completing the required reading, write letters to hypothetical people in local and state agencies; and critique the performance of a teacher in a given case study in contacting a labor leader.
5. After completing the required reading, develop a complete plan for conducting a community survey using the background information given.

Terminal Objective:

While working in an actual school situation, prepare for a community survey.

A-2	CONDUCT A COMMUNITY SURVEY	13, 16, 17

Enabling Objectives:

1. After completing the required reading, critique the performance of a teacher in a given case study in planning for publicizing the purposes and objectives of a community survey.
2. After completing the required reading, critique the performance of a teacher in given case situations in directing a community survey.

Terminal Objective:

While working in an actual school situation, conduct a community survey.

A-3	REPORT THE FINDINGS OF A COMMUNITY SURVEY	18, 19

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and important considerations involved in organizing data from a community survey.
2. After completing the required reading, demonstrate ability to analyze data from a community survey.

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4. Numbers in this column relate to item numbers for each of the 384 performance elements identified in Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives—Set II* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972).

3. After completing the required reading, demonstrate ability to present community survey data using appropriate tables and graphs.
4. After completing the required reading, use the information provided in a given case situation to outline a report and a dissemination plan for a community survey.

Terminal Objective:

While working in an actual school situation, report the findings of a community survey.

A-4 **ORGANIZE AN OCCUPATIONAL ADVISORY COMMITTEE** **20-24**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for organizing an occupational advisory committee.
2. Given several case studies involving typical vocational program settings, assess each situation and indicate the steps which should be taken in organizing or reorganizing an occupational advisory committee.

Terminal Objective:

While working in an actual school situation, organize an occupational advisory committee.

A-5 **MAINTAIN AN OCCUPATIONAL ADVISORY COMMITTEE** **25-29**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for maintaining a newly organized or reorganized occupational advisory committee.
2. After completing the required reading, demonstrate knowledge of the procedures for maintaining an existing occupational advisory committee.
3. Given a case study describing how a hypothetical teacher maintained an occupational advisory committee, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, maintain an occupational advisory committee.

A-6 **DEVELOP PROGRAM GOALS AND OBJECTIVES** **30, 31, 36, 52**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and the concepts involved in, developing vocational program goals and objectives.
2. After completing the required reading, write program goals and objectives for a selected vocational program within your service area.

Terminal Objective:

While working in an actual school situation, develop program goals and objectives.

A-7 **CONDUCT AN OCCUPATIONAL ANALYSIS** **32-35**

Enabling Objectives:

1. After completing the required reading, define the scope of an occupational analysis.

2. After completing the required reading, prepare an initial listing of duty and task statements by partially analyzing a selected occupation.
3. After completing the required reading, verify an initial listing of task and duty statements.
4. After completing the required reading, analyze and report the task inventory data.

Terminal Objective:

While working in an actual school situation, conduct an occupational analysis.

A-8 **DEVELOP A COURSE OF STUDY** **34–38**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes and basic components of a course of study.
2. After completing the required reading, critique the performance of a hypothetical teacher in a given case study in developing a course of study.

Terminal Objective:

While working in an actual school situation, develop a course of study.

A-9 **DEVELOP LONG-RANGE PROGRAM PLANS** **40–45**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational program.
2. After completing the required reading, develop a section of a long-range plan for a vocational program.

Terminal Objective:

While working in an actual school situation, develop long-range program plans.

A-10 **CONDUCT A STUDENT FOLLOW-UP STUDY** **46–48**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning and conducting a student follow-up study.
2. After completing the required reading, develop or adapt a questionnaire which could be used to obtain information from former students described in a given case study.
3. Given sample former student follow-up data, summarize, interpret, and report the data.

Terminal Objective:

While working in an actual school situation, conduct a student follow-up study.

A-11 **EVALUATE YOUR VOCATIONAL PROGRAM** **49–51**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and procedures involved in evaluating a local vocational education program.

2. After completing the required reading, develop a plan for evaluating the hypothetical vocational program described in a given case situation.
3. After completing the required reading, develop a final evaluation report for a hypothetical vocational program described in a given case situation.

Terminal Objective:

While working in an actual school situation, evaluate your vocational program.

Category B
INSTRUCTIONAL PLANNING

Module	Title	Competencies
B-1	DETERMINE NEEDS AND INTERESTS OF STUDENTS	55

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for determining the needs and interests of students.
2. After completing the required reading, analyze the cumulative records of some hypothetical students to determine the needs and interests of those students.
3. After examining the data in the cumulative folder of a hypothetical student, plan for obtaining additional information on the student's needs and interests.

Terminal Objective:

In an actual school situation, determine the needs and interests of students.

B-2	DEVELOP STUDENT PERFORMANCE OBJECTIVES	39, 53, 54

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for developing student performance objectives and the characteristics of properly stated objectives.
2. After completing the required reading, analyze and (if necessary) rewrite given student performance objectives.
3. After completing the required reading, identify each of the objectives on a given list as being primarily cognitive, psychomotor, or affective.
4. Using resources which provide vocational program content information, develop student performance objectives in each of the learning domains which contain statements of performance, condition, and criterion.
5. After completing the required reading, sequence a given list of student performance objectives.

Terminal Objective:

While working in an actual school situation, develop student performance objectives.

B-3	DEVELOP A UNIT OF INSTRUCTION	56–61

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in planning a unit of instruction.

2. After completing the required reading, demonstrate knowledge of the principles involved in selecting objectives, learning activities, and evaluation procedures for an instructional unit.
3. After completing the required reading, organize the content of a hypothetical teacher's plan into a unit plan, using an accepted format.
4. For a simulated situation, develop a unit of instruction.

Terminal Objective:

While working in an actual school situation, develop a unit of instruction.

B-4 **DEVELOP A LESSON PLAN** **62-69**

Enabling Objectives:

1. After completing the required reading, critique a given lesson plan.
2. Utilizing your present knowledge of how to teach, write a preliminary lesson plan.
3. During the remainder of your teacher training experience, complete a minimum number of modules containing those skills necessary to write effective lesson plans.

Terminal Objective:

While working in an actual school situation, develop a lesson plan.

B-5 **SELECT STUDENT INSTRUCTIONAL MATERIALS** **70-72, 75**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in selecting and obtaining student instructional materials.
2. Given a case study describing one teacher's procedures for selecting and obtaining student instructional materials for a lesson plan, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, select student instructional materials.

B-6 **PREPARE TEACHER-MADE INSTRUCTIONAL MATERIALS** **73, 74, 76-78**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of (1) the types of teacher-made handouts and transparencies, and (2) criteria for selecting which type to use.
2. After completing the required reading, demonstrate knowledge of (1) four methods of duplicating teacher-made handouts and transparencies, and (2) criteria for selecting which method to use.
3. Using the materials provided, prepare masters for four types of duplicating machines and use those machines to prepare copies.
4. Given case studies describing how four teachers prepared and duplicated teacher-made materials, critique the performance of those teachers.

Terminal Objective:

While working in an actual school situation, prepare teacher-made instructional materials.

Category C
INSTRUCTIONAL EXECUTION

Module	Title	Competencies
C-1	DIRECT FIELD TRIPS	79, 80

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and procedures involved in, directing field trips.
2. In a simulated situation, direct or critique the direction of an individual field trip.
3. In a simulated situation, direct or critique the direction of a group field trip.

Terminal Objective:

While working in an actual school situation, direct field trips.

C-2	CONDUCT GROUP DISCUSSIONS, PANEL DISCUSSIONS, AND SYMPOSIUMS	81, 95, 96

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for conducting a group discussion, panel discussion, and symposium.
2. Given a case study describing how a hypothetical teacher conducted a group discussion, critique the performance of that teacher.
3. Given a case study describing how a hypothetical teacher planned a panel discussion, critique the performance of that teacher.
4. Given a case study describing how a hypothetical teacher conducted a symposium, critique the performance of that teacher.

Terminal Objective:

In an actual school situation, conduct a group discussion, panel discussion, and symposium.

C-3	EMPLOY BRAINSTORMING, BUZZ GROUP, AND QUESTION BOX TECHNIQUES	82, 97, 98

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes of, and the steps to follow in, using brainstorming, buzz group, and question box techniques.
2. Given case studies of teachers employing brainstorming, buzz group, and question box techniques, critique the performance of those teachers.

Terminal Objective:

In an actual school situation, employ brainstorming, buzz group, and question box techniques.

C-4	DIRECT STUDENTS IN INSTRUCTING OTHER STUDENTS	83, 84

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the advantages of, and rationale and procedures for, directing students in instructing other students.

2. Given case studies of teachers using students as tutors and presenters, critique the performance of those teachers.

Terminal Objective:

In an actual school situation, direct students in instructing other students.

C-5 **EMPLOY SIMULATION TECHNIQUES** **85, 99**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the various types of simulation techniques and the characteristics of each.
2. For simulated situations, use or critique the use of simulation techniques.
3. For simulated classroom situations, use or critique/describe the use of role-playing techniques.

Terminal Objective:

In an actual school situation, employ simulation techniques.

C-6 **GUIDE STUDENT STUDY** **86, 91, 92, 117, 221**

Enabling Objectives:

1. After completing the required reading, critique the performance of teachers in given case studies in presenting student assignments.
2. After completing the required reading, critique the performance of teachers in given case studies in conducting group supervised study.

Terminal Objective:

In an actual school situation, guide student study.

C-7 **DIRECT STUDENT LABORATORY EXPERIENCE** **87, 93, 94**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures involved in directing student laboratory experience.
2. After completing the required reading, develop a job sheet to guide student progress in the laboratory.
3. After completing the required reading, develop an operation sheet to guide student progress in completing a job.
4. After completing the required reading, develop an information sheet to provide students with information relating to planned laboratory experience.
5. After completing the required reading, critique the performance of the teacher in a given case study in directing students in developing work plans.
6. Given a case study of a teacher directing student laboratory experience, critique the performance of that teacher.

Terminal Objective:

In an actual school situation, direct student laboratory experience.

C-8 DIRECT STUDENTS IN APPLYING PROBLEM-SOLVING TECHNIQUES 88, 89

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of problem-solving techniques and how to use problem-solving as an instructional method.
2. Given a simulated problem situation, direct, or critique the direction of, a student in applying problem-solving techniques.
3. For a simulated classroom situation, execute, or critique the execution of, a problem-solving lesson.

Terminal Objective:

In an actual school situation, direct students in applying problem-solving techniques.

C-9 EMPLOY THE PROJECT METHOD 90

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in employing the project method.
2. Given a series of case study episodes, demonstrate how you would employ the project method.

Terminal Objective:

In an actual school situation, employ the project method.

C-10 INTRODUCE A LESSON 100

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the elements of an effective lesson introduction.
2. Given an actual teacher presenting a lesson introduction, or two case scripts of teachers introducing a lesson, rate the performance of the teacher(s).
3. In a simulated classroom or laboratory situation, introduce a lesson.

Terminal Objective:

In an actual school situation, introduce a lesson.

C-11 SUMMARIZE A LESSON 101

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes and methods of summarizing a lesson.
2. Given a case script of a teacher summarizing a lesson, critique the performance of that teacher.
3. In a simulated classroom or laboratory situation, summarize a lesson.

Terminal Objective:

In an actual school situation, summarize a lesson.

C-12 **EMPLOY ORAL QUESTIONING TECHNIQUES** **102**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures involved in effective oral questioning.
2. After selecting a student performance objective in your occupational specialty, develop a series of oral questions relating to that objective.
3. In a simulated classroom situation, employ oral questioning techniques in a lesson.

Terminal Objective:

In an actual school situation, employ oral questioning techniques.

C-13 **EMPLOY REINFORCEMENT TECHNIQUES** **103, 105, 107, 109**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the types and uses of reinforcement techniques in teaching.
2. After observing a teacher giving a lesson, critique the teacher's use of reinforcement techniques.
3. In a simulated classroom situation, employ or plan for the employment of reinforcement techniques.

Terminal Objective:

In an actual school situation, employ reinforcement techniques.

C-14 **PROVIDE INSTRUCTION FOR SLOWER AND MORE CAPABLE LEARNERS** **104, 106**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the characteristics of slower and more capable learners, and of how to plan instruction to meet their individual needs.
2. Given descriptions of hypothetical slower and more capable learners, plan a lesson designed to meet the needs of those students.

Terminal Objective:

In an actual school situation, provide instruction for slower and more capable learners.

C-15 **PRESENT AN ILLUSTRATED TALK** **108, 112-114**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of how to present an illustrated talk.
2. Given a case script of a teacher presenting an illustrated talk, critique the performance of that teacher.
3. In a simulated classroom situation, present an illustrated talk.

Terminal Objective:

In an actual school situation, present an illustrated talk.

C-16 **DEMONSTRATE A MANIPULATIVE SKILL** **110**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in demonstrating a manipulative skill.
2. In a simulated classroom or laboratory situation, demonstrate a manipulative skill.

Terminal Objective:

In an actual school situation, demonstrate a manipulative skill.

C-17 **DEMONSTRATE A CONCEPT OR PRINCIPLE** **111**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in demonstrating a concept or principle.
2. Given a case script of a teacher demonstrating a principle, critique the performance of that teacher.
3. In a simulated classroom or laboratory situation, demonstrate a concept or principle.

Terminal Objective:

In an actual school situation, demonstrate a concept or principle.

C-18 **INDIVIDUALIZE INSTRUCTION** **115, 143**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and characteristics of individualized instruction.
2. After completing the required reading, develop and carry out a personal learning experience related to individualized instruction.
3. For a simulated classroom or laboratory situation, prepare written instructional plans and procedures for individualizing instruction for a unit in your occupational specialty.
4. Given a case study describing how a teacher individualized instruction, critique the performance of that teacher.

Terminal Objective:

In an actual school situation, individualize instruction.

C-19 **EMPLOY THE TEAM TEACHING APPROACH** **116**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in employing the team teaching approach.
2. As a member of a simulated teaching team, plan, present, and evaluate a lesson.

Terminal Objective:

In an actual school situation, employ the team teaching approach.

C-20 **USE SUBJECT MATTER EXPERTS TO PRESENT INFORMATION** **118, 130**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for using a subject matter expert.
2. In a simulated classroom or laboratory situation, use a subject matter expert to present information.

Terminal Objective:

In an actual school situation, use a subject matter expert to present information.

C-21 **PREPARE BULLETIN BOARDS AND EXHIBITS** **119, 120**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in the instructional use of bulletin boards and exhibits in the classroom.
2. After completing the required reading, prepare a bulletin board display relating to a student performance objective in your occupational specialty.
3. After completing the required reading, prepare an exhibit relating to a student performance objective in your occupational specialty.

Terminal Objective:

In an actual school situation, prepare bulletin boards and exhibits.

C-22 **PRESENT INFORMATION WITH MODELS, REAL OBJECTS, AND FLANNEL BOARDS** **121, 136**

Enabling Objectives:

1. After completing the required reading, present information with a flannel board.
2. After completing the required reading, present information with a model or real object.

Terminal Objective:

In an actual school situation, present information with a flannel board and a model or a real object.

C-23 **PRESENT INFORMATION WITH OVERHEAD AND OPAQUE MATERIALS** **122, 123**

Enabling Objectives:

1. After completing the required reading, set up and operate overhead equipment.
2. After completing the required reading, present information with overhead materials and equipment in a practice situation.
3. After completing the required reading, set up and operate opaque equipment.
4. After completing the required reading, present information with opaque materials and equipment in a practice situation.

Terminal Objective:

In an actual school situation, present information with overhead and/or opaque materials.

C-24 **PRESENT INFORMATION WITH FILMSTRIPS AND SLIDES** **124, 125**

Enabling Objectives:

1. After completing the required reading, set up and operate a filmstrip projector.
2. After completing the required reading, present information with filmstrips in a practice situation.
3. After completing the required reading, set up and operate a slide projector.
4. After completing the required reading, present information with slides in a practice situation.

Terminal Objective:

In an actual school situation, present information with filmstrips and slides.

C-25 **PRESENT INFORMATION WITH FILMS** **126, 127**

Enabling Objectives:

1. After completing the required reading, set up and operate a film projector.
2. After completing the required reading, present information with films in a practice situation.

Terminal Objective:

In an actual school situation, present information with films.

C-26 **PRESENT INFORMATION WITH AUDIO RECORDINGS** **128, 131**

Enabling Objectives:

1. After completing the required reading, set up and operate a record player.
2. After completing the required reading, present information with records in a practice situation.
3. After completing the required reading, set up and operate a reel-to-reel tape recorder.
4. After completing the required reading, present information with prerecorded tapes in a practice situation.

Terminal Objective:

In an actual school situation, present information with audio recordings.

C-27 **PRESENT INFORMATION WITH TELEVISED AND VIDEOTAPED MATERIALS** **129, 132**

Enabling Objectives:

1. After completing the required reading, set up and operate videotape equipment.
2. After completing the required reading, present information with a videotaped and/or televised program in a practice situation.

Terminal Objective:

In an actual school situation, present information with videotaped and/or televised materials.

C-28 **EMPLOY PROGRAMMED INSTRUCTION** **133-135**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the characteristics of programmed instruction.
2. For simulated situations, employ or critique the employment of programmed instruction.

Terminal Objective:

In an actual school situation, employ programmed instruction.

C-29 **PRESENT INFORMATION WITH THE CHALKBOARD AND FLIP CHART** **137, 138**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the factors related to using the chalkboard and flip chart to present information.
2. In a simulated classroom or laboratory situation, present information with both the chalkboard and flip chart.

Terminal Objective:

In an actual school situation, present information with a chalkboard and/or a flip chart.

Category D
INSTRUCTIONAL EVALUATION

Module	Title	Competencies
D-1	ESTABLISH STUDENT PERFORMANCE CRITERIA	139

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the key factors involved in establishing criteria for student performance.
2. Given a case situation, establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance.

Terminal Objective:

While working in an actual school situation, establish student performance criteria.

D-2 **ASSESS STUDENT PERFORMANCE: KNOWLEDGE** **142, 149-153, 156-160**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for assessing student cognitive performance.
2. Using selected cognitive performance objectives, construct five multiple-choice test items to measure their achievement.
3. Using selected cognitive performance objectives, construct a matching item to measure their achievement.

4. Using selected cognitive performance objectives, construct five completion test items to measure their achievement.
5. Using selected cognitive performance objectives, construct ten true-false test items to measure their achievement.
6. Using selected cognitive performance objectives, construct three essay test items to measure their achievement.
7. Using a selected cognitive performance objective, construct one case study/problem-solving test item to measure its achievement.
8. Using selected cognitive performance objectives, construct five oral test items to measure their achievement.

Terminal Objective:

In an actual school situation, assess student cognitive (knowledge) performance.

D-3 **ASSESS STUDENT PERFORMANCE: ATTITUDES** **142, 149, 156, 158-160**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and techniques for assessing student affective performance.
2. After completing the required reading, construct five different types of evaluation items and devices to assess achievement of a given affective student performance objective.

Terminal Objective:

In an actual school situation, assess student affective (attitudes) performance.

D-4 **ASSESS STUDENT PERFORMANCE: SKILLS** **141, 142, 144-146, 154, 155, 157, 159, 160**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in selecting and administering evaluation devices for assessing student psychomotor performance.
2. After completing the required reading, construct a performance test for evaluating student achievement of a psychomotor performance objective.

Terminal Objective:

In an actual school situation, assess student psychomotor (skills) performance.

D-5 **DETERMINE STUDENT GRADES** **140, 147**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the functions of grades and the systems of grading.
2. Given case studies describing how vocational teachers determined student grades, critique the performance of those teachers.

Terminal Objective:

While working in an actual school situation, determine student grades.

D-6 **EVALUATE YOUR INSTRUCTIONAL EFFECTIVENESS** **148, 161-164**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in evaluating instructional effectiveness.
2. Given a case study of a teacher evaluating her instructional effectiveness, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, evaluate your instructional effectiveness.

Category E
INSTRUCTIONAL MANAGEMENT

Module	Title	Competencies
E-1	PROJECT INSTRUCTIONAL RESOURCE NEEDS	165-167

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and procedures involved in projecting instructional resource needs.
2. Given a case study describing how a hypothetical teacher projected instructional resource needs, critique the performance of that teacher.

Terminal Objective:

In an actual school situation, project instructional resource needs.

E-2 **MANAGE YOUR BUDGETING AND REPORTING RESPONSIBILITIES** **168-170, 172-175, 177**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in managing your budgeting and reporting responsibilities.
2. Given case studies describing how hypothetical teachers handled their budgeting and reporting responsibilities, critique the performance of those teachers.

Terminal Objective:

In an actual school situation, manage your budgeting and reporting responsibilities.

E-3 **ARRANGE FOR IMPROVEMENT OF YOUR VOCATIONAL FACILITIES** **171**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in, and the procedures for, improving your vocational facilities.
2. Given a case study describing how a hypothetical teacher planned improvements in his program facilities, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, arrange for improvement of your vocational facilities.

E-4 **MAINTAIN A FILING SYSTEM** **176, 178–182**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for organizing various types of filing systems.
2. Given materials or records you have already accumulated, develop a plan for an appropriate filing system.

Terminal Objective:

While working in an actual school situation, maintain a filing system.

E-5 **PROVIDE FOR STUDENT SAFETY** **183, 185**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for providing for student safety needs.
2. Based on applicable local, state, and federal safety laws and student performance objectives in your occupational specialty, prepare a safety handbook.
3. For simulated school situations, provide for student safety needs.

Terminal Objective:

In an actual school situation, provide for student safety.

E-6 **PROVIDE FOR THE FIRST AID NEEDS OF STUDENTS** **184**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps involved in, and the procedures for, providing for the first aid needs of students.
2. After reviewing state and local policies regarding the administration of first aid in the school environment, develop a plan for providing for the first aid needs of students in your occupational specialty.

3. Given case situations describing student injuries, outline the steps to follow in providing emergency treatment for each situation described.

Terminal Objective:

In an actual school situation, provide for the first aid needs of students.

E-7 **ASSIST STUDENTS IN DEVELOPING SELF-DISCIPLINE** **186–191**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts of, and important considerations involved in, classroom discipline.
2. After reviewing relevant materials, develop acceptable standards of behavior for the vocational classroom and laboratory.
3. Given several case studies describing how hypothetical teachers handled classroom discipline problems, critique the performance of those teachers.

Terminal Objective:

In an actual school situation, assist students in developing self-discipline.

E-8 **ORGANIZE THE VOCATIONAL LABORATORY** **194, 198, 199**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in organizing a vocational laboratory.
2. Given an actual vocational laboratory in your occupational specialty, evaluate the organization of the laboratory and develop plans for its improvement.

Terminal Objective:

In an actual school situation, organize the vocational laboratory.

E-9 **MANAGE THE VOCATIONAL LABORATORY** **192, 193, 195–197 200, 201**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in managing a vocational laboratory.
2. After completing the required reading, plan an inventory control system for a vocational laboratory in your occupational specialty.
3. After completing the required reading, plan an equipment maintenance system for a vocational laboratory in your occupational specialty.
4. After completing the required reading, plan a student personnel system for a vocational laboratory in your occupational specialty.
5. Given an actual vocational laboratory in your occupational specialty, evaluate the management system of the laboratory and develop plans for its improvement.

Terminal Objective:

In an actual school situation, manage the vocational laboratory.

Category F
GUIDANCE

Module	Title	Competencies
F-1	GATHER STUDENT DATA USING FORMAL DATA-COLLECTION TECHNIQUES	202–208, 212, 222, 223, 228, 229

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the types and uses of student data-collection sources and techniques.
2. Given sample data collected on a hypothetical student, critique the form and content of the data samples.

Terminal Objective:

While working in an actual school situation, gather student data using formal data-collection techniques.

F-2	GATHER STUDENT DATA THROUGH PERSONAL CONTACTS	209, 212, 214–216, 222, 226

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for gathering student data through personal contacts.
2. Given a case script of a teacher conducting a parent-teacher-student conference, critique the performance of that teacher.
3. For simulated situations, plan personal contacts to gather student data.

Terminal Objective:

In an actual school situation, gather student data through personal contacts.

F-3	USE CONFERENCES TO HELP MEET STUDENT NEEDS	210–212, 217–220, 222, 224, 225, 227

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations and techniques involved in using conferences to help students meet their needs.
2. Given case scripts describing how teachers met student needs through conferences, critique the performance of those teachers.
3. Given case situations involving student problems, plan conferences to meet the needs described.

Terminal Objective:

In an actual school situation, use conferences to help meet student needs.

F–4	**PROVIDE INFORMATION ON EDUCATIONAL AND CAREER OPPORTUNITIES**	**212, 213, 222, 230, 231**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures involved in providing students with educational and career information.
2. In a simulated classroom or laboratory situation, provide information on educational and career opportunities.

Terminal Objective:

In an actual school situation, provide information on educational and career opportunities.

F–5	**ASSIST STUDENTS IN APPLYING FOR EMPLOYMENT OR FURTHER EDUCATION**	**212, 232–235**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the basic techniques involved in assisting students in applying for employment or further education.
2. Given a hypothetical student's application materials, critique the student's performance in applying for a job, and use the data provided to write a letter of recommendation.
3. In a simulated situation, plan a unit of instruction designed to assist students in applying for employment or further education.

Terminal Objective:

In an actual school situation, assist students in applying for employment or further education.

Category G
SCHOOL-COMMUNITY RELATIONS

Module	Title	Competencies
G–1	**DEVELOP A SCHOOL-COMMUNITY RELATIONS PLAN FOR YOUR VOCATIONAL PROGRAM**	**236–239, 248**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and the steps and procedures involved in, developing a plan for school-community relations.
2. Given a case study describing a plan for school-community relations developed by a hypothetical teacher, critique the adequacy of that plan.

Terminal Objective:

While working in an actual school situation, develop a school-community relations plan for your vocational program.

G-2 **GIVE PRESENTATIONS TO PROMOTE YOUR VOCATIONAL PROGRAM** 240, 246

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and techniques involved in, preparing effective presentations.
2. Given a case situation describing a hypothetical school situation, prepare and give a presentation designed to promote your vocational education program.
3. After completing the required reading, critique the performance of several teachers in given case studies in directing students in preparing presentations.

Terminal Objective:

While working in an actual school situation, give presentations to promote your vocational program.

G-3 **DEVELOP BROCHURES TO PROMOTE YOUR VOCATIONAL PROGRAM** 241

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning, preparing, producing, and distributing a brochure to promote a vocational program.
2. Given examples of brochures designed to promote vocational programs, critique these brochures.

Terminal Objective:

While working in an actual school situation, develop a brochure to promote your vocational program.

G-4 **PREPARE DISPLAYS TO PROMOTE YOUR VOCATIONAL PROGRAM** 242

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in preparing displays to promote a vocational program.
2. After completing the required reading, develop a plan for a display to promote your vocational program.
3. After completing the required reading, construct and install a promotional display.

Terminal Objective:

While working in an actual school situation, prepare displays designed to promote your vocational program.

G-5 **PREPARE NEWS RELEASES AND ARTICLES CONCERNING YOUR VOCATIONAL PROGRAM** 243

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in writing news releases and articles.
2. After completing the required reading, write a news release concerning a vocational education program.
3. After completing the required reading, write an article concerning vocational education or a vocational program.

Terminal Objective:

While working in an actual school situation, prepare news releases and articles concerning your vocational program.

G-6 **ARRANGE FOR TELEVISION AND RADIO PRESENTATIONS CONCERNING YOUR VOCATIONAL PROGRAM** **244, 245**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning and presenting television and radio presentations concerning a vocational program.
2. In a simulated situation, present a radio presentation concerning a vocational program.
3. In a simulated situation, present a television presentation concerning a vocational program.

Terminal Objective:

While working in an actual school situation, arrange for a television or radio presentation concerning your vocational program.

G-7 **CONDUCT AN OPEN HOUSE** **247**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and important considerations involved in planning and conducting an open house to promote a vocational program.
2. Given a case study describing how a hypothetical teacher planned and conducted an open house, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, conduct an open house.

G-8 **WORK WITH MEMBERS OF THE COMMUNITY** **249–256**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the reasons for, and the methods of, working with members of the community.
2. After locating businesses and organizations which relate to your vocational service area, plan how you could work with them.

Terminal Objective:

While working in an actual school situation, work with members of the community.

G-9 **WORK WITH STATE AND LOCAL EDUCATORS** **257, 258, 267–269**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the basic concepts involved in working with state and local educators.
2. Given case studies describing how three teachers worked with other educators, critique the performance of those teachers.

Terminal Objective:

While working in an actual school situation, work with state and local educators.

G-10 **OBTAIN FEEDBACK ABOUT YOUR VOCATIONAL PROGRAM** **259–266**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and steps and procedures involved in, obtaining feedback from the school and community concerning your vocational program.
2. Given a case situation describing the professional problems of a hypothetical teacher, develop a plan for obtaining feedback from the school and community which that teacher could use in solving those problems.

Terminal Objective:

While working in an actual school situation, obtain feedback about your vocational program.

Category H
STUDENT VOCATIONAL ORGANIZATION

Module	Title	Competencies
H-1	DEVELOP A PERSONAL PHILOSOPHY CONCERNING STUDENT VOCATIONAL ORGANIZATIONS	270

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purpose, goals, and values of a student vocational organization in your service area.
2. After completing the required reading, prepare a written rationale of a student vocational organization in your service area.

Terminal Objective:

While serving as an advisor in an actual school situation, develop and demonstrate a personal philosophy concerning student vocational organizations.

H-2 **ESTABLISH A STUDENT VOCATIONAL ORGANIZATION** **270–275, 277, 280, 292**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a student vocational organization.
2. Given a case study describing how a hypothetical advisor established a student vocational organization, critique the performance of that advisor.

Terminal Objective:

In an actual school situation, establish a student vocational organization.

H-3 **PREPARE STUDENT VOCATIONAL ORGANIZATION MEMBERS FOR LEADERSHIP ROLES** **276, 278, 279, 282, 295**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in preparing student vocational organization members for leadership roles.
2. Given a case situation describing how a hypothetical advisor prepared student vocational organization members for leadership roles, critique the performance of that advisor.

Terminal Objective:

While serving as an advisor in an actual school situation, prepare student vocational organization members for leadership roles.

H-4 **ASSIST STUDENT VOCATIONAL ORGANIZATION MEMBERS IN DEVELOPING AND FINANCING A YEARLY PROGRAM OF ACTIVITIES** **281, 286, 287, 289**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in assisting student vocational organization members in developing and financing a yearly program of activities.
2. Given several case studies describing how hypothetical advisors assisted student vocational organization members in developing and financing a yearly program of activities, critique the performance of these advisors.

Terminal Objective:

While serving as an advisor in an actual school situation, assist student vocational organization members in developing and financing a yearly program of activities.

H-5 **SUPERVISE ACTIVITIES OF THE STUDENT VOCATIONAL ORGANIZATION** **283-285, 288, 290, 291, 293, 298**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in supervising the activities of a student vocational organization.
2. Given a case study describing one advisor's procedures for supervising the activities of a student vocational organization, critique the performance of that advisor.

Terminal Objective:

While serving as an advisor in an actual school situation, supervise the activities of a student vocational organization.

H-6 **GUIDE PARTICIPATION IN STUDENT VOCATIONAL ORGANIZATION CONTESTS** **294-297**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts, steps, and procedures involved in guiding participation in student vocational organization contests.
2. Given several case studies describing how hypothetical advisors guided participation in student vocational organization contests, critique the performance of those advisors.

Terminal Objective:

While serving as an advisor in an actual school situation, guide participation in student vocational organization contests.

Category I
PROFESSIONAL ROLE AND DEVELOPMENT

Module	Title	Competencies
I-1	KEEP UP TO DATE PROFESSIONALLY	299, 304, 318, 319

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current position in terms of, keeping up to date in your profession.
2. After identifying available resources, use these resources to help you keep up to date in your profession and in your occupational specialty.

Terminal Objective:

While working in an actual school situation, keep up to date professionally.

I-2	SERVE YOUR TEACHING PROFESSION	300, 305-309

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the vocational teacher's role in serving the profession.
2. Given a case study describing how a particular teacher fulfilled his responsibilities to the profession, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, serve your teaching profession.

I-3	DEVELOP AN ACTIVE PERSONAL PHILOSOPHY OF EDUCATION	301-303

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the need for developing and maintaining a personal philosophy of education.
2. After completing the required reading, prepare a written statement expressing your personal philosophy of education and describing the behaviors you would exhibit as a teacher as a result of each belief.
3. After completing the required reading, critique the ethical standards implied in a 1927 teachers' contract and stated in the 1975 National Education Association's code of ethics.
4. Given a case study describing the actions of a particular teacher, critique that teacher's performance using your own personal philosophy of education and ethical standards.
5. After completing the required reading, prepare a written statement expressing your personal philosophy of vocational education and describing the behaviors you would exhibit as a teacher as a result of each belief.

Terminal Objective:

While working in an actual school situation, develop an active personal philosophy of education.

I-4 **SERVE THE SCHOOL AND COMMUNITY** **310–312, 321, 322**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the ways in which a vocational teacher can effectively serve the school and community.
2. Given a case study describing how a hypothetical teacher handled his noninstructional responsibilities to the school and community, critique the performance of that teacher.

Terminal Objective:

While working in an actual school situation, serve the school and community.

I-5 **OBTAIN A SUITABLE TEACHING POSITION** **313–317, 320**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for selecting, obtaining, and maintaining a teaching position.
2. After developing a personal/professional profile, simulate the procedures for selecting a suitable teaching position.

Terminal Objective:

At a time when you will be seeking employment, obtain a suitable teaching position.

I-6 **PROVIDE LABORATORY EXPERIENCES FOR PROSPECTIVE TEACHERS** **323, 325**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the role of the cooperating teacher in planning and providing laboratory experiences for prospective teachers.
2. After completing the required reading, prepare a file of relevant information about the community, the school, and the vocational program to aid prospective teachers.
3. After completing the required reading, plan a graduated series of laboratory experiences for prospective teachers.
4. After completing the required reading, construct a series of teaching episode lesson plans.

Terminal Objective:

While serving as a cooperating teacher in an actual school situation, provide laboratory experiences for prospective teachers.

I-7 **PLAN THE STUDENT TEACHING EXPERIENCE** **324–326, 330**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and activities which should be included in, the student teaching experience.
2. After completing the required reading, prepare and present information on the standard operating procedures of your school and your vocational program.

3. After completing the required reading, assign student teaching responsibilities to a hypothetical student teacher in a given case study.
4. After completing the required reading, develop a plan for evaluating student teacher progress throughout the student teaching experience.

Terminal Objective:

While serving as a cooperating teacher in an actual school situation, plan the student teaching experience.

I-8 **SUPERVISE STUDENT TEACHERS** **327-329**

Enabling Objectives:

1. After completing the required reading, demonstrate an instructional technique to a peer role-playing a student teacher.
2. After completing the required reading, critique the performance of a hypothetical cooperating teacher in a given case script in conducting a student teaching conference.
3. After completing the required reading, critique the performance of a student teacher in a videotape in presenting a lesson.

Terminal Objective:

While serving as a cooperating teacher in an actual school situation, supervise a student teacher.

Category J
COORDINATION OF COOPERATIVE EDUCATION

Module	Title	Competencies
J-1	ESTABLISH GUIDELINES FOR YOUR COOPERATIVE VOCATIONAL PROGRAM	331, 339, 341, 354-356

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the characteristics of a cooperative vocational education program.
2. After completing the required reading, develop tentative criteria for screening prospective students.
3. After completing the required reading, develop tentative criteria for evaluating prospective training stations.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, establish guidelines for your cooperative vocational program.

J-2 **MANAGE THE ATTENDANCE, TRANSFERS, AND TERMINATIONS OF CO-OP STUDENTS** **370-372**

Enabling Objectives:

1. After completing the required reading, outline policies for managing student attendance, transfers, and terminations.
2. Given several case situations involving student management problems, identify each problem and possible solutions to each problem.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, manage the attendance, transfers, and terminations of co-op students.

J-3 **ENROLL STUDENTS IN YOUR CO-OP PROGRAM** **332-336**

Enabling Objectives:

1. After completing the required reading and viewing the slide/tape, demonstrate knowledge of the techniques used in identifying and enrolling prospective students.
2. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program.
3. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program.
4. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, enroll students in your co-op program.

J-4 **SECURE TRAINING STATIONS FOR YOUR CO-OP PROGRAM** **337, 340, 342-345**

Enabling Objectives:

1. After completing the required reading, critique the training station identification and assessment techniques used by a hypothetical teacher in a given case study.
2. After completing the required reading, answer an employer's questions in a given case script and convince him to provide a training station.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, secure training stations for your co-op program.

J-5 **PLACE CO-OP STUDENTS ON THE JOB** **337, 338, 346-353, 357**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for placing a student on the job.
2. Given student data on three hypothetical students, tentatively match each student to the appropriate training station.
3. For a hypothetical cooperative program in your service area, develop or revise a training agreement form which could be used in placing students on the job.
4. Based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation place co-op students on the job.

J–6 **DEVELOP THE TRAINING ABILITY OF ON-THE-JOB INSTRUCTORS** 359, 360, 365, 380–382

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for developing the training ability of on-the-job instructors.
2. Given a case script of a teacher-coordinator conferring with a cooperating employer, critique the performance of that teacher-coordinator.
3. Given a case script of a teacher-coordinator conferring with an on-the-job instructor and a student who has an instructional problem, determine how the teacher-coordinator could develop the training ability of that instructor.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, develop the training ability of on-the-job instructors.

J–7 **COORDINATE ON-THE-JOB INSTRUCTION** 358, 361–364, 366–369

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purpose of, and the planning required for, coordinating and supervising on-the-job instruction.
2. Given a case problem containing data on the job placement locations and schedules of students in a cooperative program, and data on the teacher-coordinator's schedule, plan a schedule of coordination visits.
3. Given data on a hypothetical student and his training station situation, make and record observations and recommendations.
4. Given a case study of a teacher-coordinator making a coordination visit, critique the performance of that teacher-coordinator.

Terminal Objective:

While working as a teacher-coordinator in an actual school situation, coordinate on-the-job instruction.

J–8 **EVALUATE CO-OP STUDENTS' ON-THE-JOB PERFORMANCE** 374–378

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes of, and the techniques for, evaluating co-op students' on-the-job performance.
2. Given a case situation describing a teacher-coordinator's procedures for evaluating a student on the job, critique the performance of that teacher-coordinator.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, evaluate co-op students' on-the-job performance.

J-9 **PREPARE FOR STUDENTS' RELATED INSTRUCTION** **379, 383, 384**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures to follow in preparing for students' related instruction.
2. Given selected information about five hypothetical students in a multi-occupational cooperative program, prepare for their related instruction.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, prepare for students' related instruction.

J-10 **SUPERVISE AN EMPLOYER-EMPLOYEE APPRECIATION EVENT** **373**

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for supervising students in planning and conducting an employer-employee appreciation event.
2. Given a case study of a teacher-coordinator guiding students in planning an employer-employee appreciation event, critique the performance of that teacher-coordinator.

Terminal Objective:

While serving as a teacher-coordinator in an actual school situation, supervise an employer-employee appreciation event.

MODULES REQUIRED IN PROGRAM VITAL

B-1	Determine Needs and Interests of Students
B-2	Write Student Performance Objectives
B-3	Develop a Unit of Instruction
B-4	Develop a Lesson Plan
B-5	Select Student Instructional Materials
B-6	Prepare Teacher-Made Instructional Materials
C-2	Conduct Group Discussions, Panel Discussions, & Symposiums
C-4	Direct Students in Instructing Other Students
C-6	Guide Student Study
C-7	Direct Student Laboratory Experience
C-8	Direct Students in Applying Problem-Solving Techniques
C-10	Introduce a Lesson
C-11	Summarize a Lesson
C-12	Employ Oral Questioning Techniques
C-13	Employ Reinforcement Techniques
C-15	Present an Illustrated Talk
C-16	Demonstrate a Manipulative Skill
C-17	Demonstrate a Concept or Principle
C-21	Prepare Bulletin Boards & Exhibits
C-22	Present Information with Models, Real Objects & Flannel Boards
C-23	Present Information with Overhead & Opaque Materials
C-29	Present Information with the Chalkboard & Flip Chart
D-1	Establish Student Performance Criteria
D-5	Determine Student Grades
E-5	Provide for Student Grades

E-8	Organize the Vocational Laboratory
E-9	Manage the Vocational Laboratory
G-7	Conduct an Open House
I-3	Develop an Active Personal Philosophy of Education

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

VEIN
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551